University of North Texas at Dallas
Spring 2016
CDFS 4345 Parenting Education and Issues

School of Human Services	Program of Child Development and Family Studies

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Office Hours:	Monday 10-2 & 2-4 by appointment
Virtual Hours:	Tuesday 10-2 & 2-4 by appointment
Classroom Location:	*Online*
Class Meeting Days & Times:	Mandatory Attendance Friday, January 22, 12:00-1:20

Course Catalog Description:	Understanding parenthood and its impact on individuals, families and society.

Prerequisites:	**Fall and Spring Junior Degree Plan Hours must be completed**
Required Text:	Bigner, J. J., & Gerhardt, C. J. (Eds.) (2014). *Parent-child relations: An introduction to parenting* (9th ed.). New York, NY: Pearson. American Psychological Association. (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC: American Psychological Association

Access to Learning Resources:	UNT Dallas Library:
	    phone: (972) 780-3625;
	    web: http://www.unt.edu/unt-dallas/library.htm
	UNT Dallas Bookstore:
	    phone: (972) 780-3652;
	    e-mail: 1012mgr@fheg.follett.com

Course Goals or Overview: The goals of this course are as follows -

	The goal of this course is to critically examine the impact of parenthood on individuals, families and society. Parental roles and responsibilities will be explored as well as parenting practices that promote and support the healthy development of children.

Learning Objectives/Outcomes: At the end of this course, students will be able to:

1	Explain theoretical perspectives of parenting and parenthood.
2	Determine the effects of parenting on individuals, families and society.
3	Discuss literature and research findings regarding parenting/parenthood.
4	Analyze roles and responsibilities of parenting across the lifespan.
5	Identify and explain parenting practices that promote the healthy development of children.
6	Explain cultural differences in parental roles and parenting practices.

Online/Hybrid Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

WEEKS	TOPICS	TIMELINE
	All Discussion Boards **All Assignments**	Due at 9:00 pm Due at 9:00 pm
WEEK 1 Jan. 19th	**PART I Parent—Child Relations in Social Context/Course Introduction**	DB Intro Due 1-23
WEEK 2 Jan. 25	CHAPTER 1 The Ecology of Parent—Child Relations CHAPTER 2 Cultural Perspectives	DB! Due 1-30
WEEK 3 Feb. 1st	CHAPTER 3 Theoretical Perspectives on Parent—Child Relations - Relations-	DB2 Due 2-6
WEEK 4 Feb. 8th	CHAPTER 4 Parenting Styles and Strategies	DB3 Due 2-13 and Theoretical/Model Parent Chart
	PART II The Work of Parenting	
WEEK 5 Feb. 15	CHAPTER 5 The Transition to Parenthood	DB4 Due 2-20
WEEK 6 Feb. 22	CHAPTER 6 Pregnancy and Childbirth	DB5 Due 2-27
WEEK 7 Feb. 29	CHAPTER 7 Parenting Infants and Toddlers	DB6 Due 3-5 &Service Learning Project
WEEK 8 Mar. 7	CHAPTER 8 Parenting Preschoolers	DB7 Due 3-12
WEEK 9 Mar. 14	**Spring Break Have a Safe Week!**	
WEEK 10 Mar. 21	CHAPTER 9 Parenting School-Age Children CHAPTER 10 Parenting Adolescents and Young Adults	DB8 Due 3-26
	PART III Challenges for Contemporary Parents and Children -	
WEEK 11 Mar. 28	CHAPTER 11 Parenting in Single-Parent Family Systems	DB9 Due 4-2 and Parent Education Program Evaluation
WEEK 12 Apr. 4	CHAPTER 12 Parenting in Blended Family Systems	DB10 4-9
WEEK 13 Apr. 11	CHAPTER 13 Adolescent Parents CHAPTER 14 Family Formation and Parenting in Same-Sex Couples -	DB11 4-16
WEEK 14 Apr. 18	CHAPTER 15 Parent–Child Relations in High-Risk Families	DB12 4-23
WEEK 15 Apr. 25	CHAPTER 16 Best Practices in Parent–Child Relations	DB13 4-30 and Electronic Webpage Resource
WEEK 16 May 2	Review for Final	
WEEK 17 May 9th-13th	Final Online	May 9th open 8:00am close 9:00 pm

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

- **Attendance Online and Class Participation** – Students are expected to be present in class online! This includes any meeting and the submission of all online assignments. Students are also expected to submit all assignments before or on the due date by the time specified. Computer issues, oversleeping, work, etc. are no excuses for late or assignments not submitted. Students are responsible for being prepared and ready to work. **4 assignments @25 pts. = 100 pts.**

- **Introduction:** Students will upload an introduction video of themselves into the DB Introduction link. The video must be at least 30-60 seconds in length. Students will respond to four other peers who have introduced themselves to the class. Minimum of 50 words in response to your peers **50 pts.**

- **Discussion Board** – Questions will be posted in Blackboard related to class discussions and/or chapter readings. Students will post to each question with their original post, and then respond to the original post of four (4) classmates. The original post for each discussion should be 300-400 words and each response post should be 100-150 words minimum. Postings and responses need to be insightfully answered and grounded in empirical evidence (meaning you will support your response with evidence from the text and/or outside scholarly resources). Please note, in order to receive full credit for the DB, you must post an original response and respond to four of your peers. No partial credit will be given if the DB initial response and the response to four peers is not completed in its entirety. **13 @ 20 pts. = 260 pts.   APA standards apply. No late assignments accepted.**

- **Service Learning Project-** Students are required to render three hours of volunteer work in the field related to parenting/parenting education. Additionally, students will summarize their service learning experience and connect their experience to the knowledge gained in class. This is a reflection paper. There is a three-page minimum (not including the cover and reference page) and students will follow APA guidelines. A minimum of five references supporting your summary is required. A timesheet will be collected and must be sign by the director or person in charge from the volunteer site you have chosen.   You may choose a child care facility, faith based institution, community YMCA, parenting program, etc. Review the rubric and use the sections for your headings. One half of a page is the minimum requirement for each of the headings. Your headings are Purpose, Connection to Course, Responsibility to Community, Personal Impact, and UNT-Dallas values. APA standards apply. **25 pts. No late assignments accepted.**

- **Theoretical Parenting Chart**.-Students will create a theoretical/model parenting chart based on the theories and/or models within the readings and power points provided within the course content. The graph will require the following: major tenets of the theory or model, assumptions of the theory or model, strengths of the theory or model, and limitations of the theory or model. A graph has been provided in the course shell for your use.
  APA standards apply. 25 pts. No late assignments accepted.

- **Electronic Resource** – Students will develop an educational webpage describing evidenced-based parenting practices and parenting resources. Attach the link to the webpage in the Assignment folder for the grading. Please test your link to assure it is working. See rubric below. **200 pts. No late assignments accepted.**

- **Parenting Education Program Evaluation** – Students will attend and evaluate a 2-hour parenting education workshop or training program. Students will evaluate the program based on the evaluation form provided. After evaluating the program, students will expand their knowledge of the program attended by providing the following
  1. Describe the components of the quality parenting education program you attended.
  2. Explain the teaching effectiveness of the instructor(s)
  3. Explain how useful the materials and activities were in this class
  4. Expound on the knowledge you gained attending this parenting class. Summarize your experience by connecting the experience of attending the parenting class to the knowledge you have gained in

this class. You may use theory, classical and/or empirical research, observations, narratives, etc. Connect what you have learned in relation to this course. Each of the four areas should be a minimum of one half of a page. Please use headings for each paragraph. Evaluations must be uploaded along with the written portion of the assignment in one document. Must be uploaded to "assignments" area in the course shell. **160 pts. APA standards apply. No late assignments accepted.**

- **Final Exam** – A comprehensive final exam will be given at the conclusion of the semester covering all readings, class discussions and assignments. This exam will cover all 16 chapters of the readings from *Parent-child relations: An introduction to parenting* (9th ed.).**150 pts** .**No extensions on finals**

Matrix

Instrument	Measures SLO	Value (points or percentages)	Total
DB Introduction			50
Attendance/Class Participation	1, 2, 3, 4, 5, 6	4 Assignments @25 points	100
*Theoretical/Model Parent Chart	1, 2, 3, 4	1 @ 25	25
Discussion Board	1, 2, 3, 4, 5, 6	13 discussion boards x 20 pts	260
*Electronic Webpage Resource	3, 4, 5		200
*Parent Education Program Eval	5		160
*Service Learning Project	2		25
*Final Exam	1-6		150
TOTAL			970
Extra Points		Career Services Fair	25

Grade Determination
A = 90% or better 873-970
B = 80 – 89 % 776-872
C = 70 – 79 % 679-775
D = 60 – 69 % 582-678
F = less than 60% 581 and below-failing

***** The time frame for a response to student inquiries is 24-48 hours. If it is an emergency, you may contact the instructor via the office number listed in the syllabus or you are welcome to stop by the instructors off during office hours. Please view the syllabus for office the hours.**

*****Students, please read the syllabus carefully. Many students do not receive the grades expected simply because they fail to read the syllabus and the instructions in its entirety. I would like to encourage you to follow the directions carefully and complete and submit all assignments by the due. Most of you are Seniors and the expectations in this class is for you to conduct yourself in that manner. The instructor has high hopes for you.**

*****Students, please note that all assignments must be completed and submitted by the due date to receive full credit. Completed defined as all components required in the assignment are present in each assignment according the rubric and/or the direction provided for each assignment. This includes every Assignment, Discussion Board, and the Final. You cannot earn partial credit on incomplete assignments.**

*****Students have an opportunity to earn 25 extra points by attending a career fair at UNTDallas on January 22nd from 8:00 am to 11:30 pm. You will write a one page paper on your career fair experience. This career fair could lead to a practicum site this semester or in the future. You will utilize a time log and have Arthur Lumzy, Director of Career Services to sign your time log. This is the only opportunity you will have to earn extra credit points.**

	Exceeds 25-22.5	Good 22-20	Fair 19-17.5	Poor 17-15
Theory/Model Chart Requirements	Exceeds The chart includes all required elements of the project and includes effective use of sources and interview information	Good Chart meets all required elements; however, it does not utilize the resources in the most effective manner. Includes the minimum amount of required information	Fair Does not have all of the required elements of the chart. Also, sources are not used in an effective manner, or there is not enough information presented.	The chart is lacking in elements required and in resources used. There are many gaps in information presented.
Work quality/effort	Exceeds The work done exceeds all expectations and shows that the learner is proud of his/her work. The effort that was put into this task is the best it can be by the learner.	Good The work was done with good effort that shows what the learner is capable of. It is evident that time was put into this poster and presentation.	Fair Work is done with fair effort, but the quality is still not what the learner is capable of. It is evident that the work was rushed.	Poor Work is done with little effort, quality is not what the learner is capable of. It is evident that the work was rushed and little time was spent on the final product. Work is incomplete.
Style/Mechanics	Exceeds The chart has an element of creativity and style, and is not just a list of facts. The chart is presented in a clear and concise manner with full understanding of the subject.	Good The chart is clear and logical and contains facts as well as very few mistakes. Good clear presentation.	Fair The chart lacks style and reads more like a list of facts than an oral presentation. The chart lacks neatness and clarity	Poor The chart lacks a clear understanding of the subject matter and there are many errors. chart is not creative.

Dimension	1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent
Webpage Rubric					
Goal	Goal of this web site is unclear and confusing	Web site has conflicting themes, making its goal uncertain	Goal is clear, but site contains some unrelated or distracting elements	Clear purpose and goal; some elements seem unnecessary	Goal and purpose of site clear with no distracting elements
User friendliness	Site is unwelcoming to users	Site does not evoke a welcome message.	Site welcomes visitors Bit does not appear friendly	Site is welcoming and appears friendly	Site is exciting, welcoming and very user friendly
Design	Poorly organized; contains obvious errors; loads slowly; difficult to read	Organization somewhat confusing; some errors; loads slowly	Organization accept-able; no obvious errors; loads adequately; easy to read	Good organization; no errors; loads quickly; easy to read	Excellent organization; free of errors; loads quickly and clearly; all elements easy to read
Navigability	Difficult to find and follow site navigation links	Navigation links visible but somewhat confusing	Navigation links clear and readily available	Navigation links clear and logical; site map included	Navigation logical and clear; site map and search engine available
Authority	Unclear who the teacher is and what class the site relates	Teacher name and contact included, but sufficient class infor-mation lacking	Teacher name, contact information, and some class information included	Teacher name, contact information, full class information included	Teacher provides all necessary information to parent, and to community visitors
Dates	No dates evident	Site contains some dates	Site contains both creation and update information but no dates related to class activities	Site contains creation and update information and some dates relating to class activities	Site contains dates for creation, update, and all class activities
Content	Content limited and lacks relevance to parents	Content appears relevant, but quantity limited in parent needs	Content is adequate in relevance and quantity to meet student needs	Content is relevant and quantity is sufficient for student needs	Content is on target and provides excellent coverage to meet parents needs
Links	Few relevant working links	Adequate number of links, but many no longer functional	Sufficient number of links and all are functional	A good variety of useful, active links	Links offer connection to a wide variety of excellent sites
Handicapped access	No options available for handicapped	Some pages on site offer text-only	Site offers text-only on all pages	Site offers clear options for handicapped	Site includes handicapped options on all pages and links to support software

Parenting rubric retrieved from www.ablongman.com/lever-duffy. Modified by Dr. Nedra Y. Washington

RUBRIC TO ASSESS ACADEMIC SERVICE-LEARNING REFLECTION PAPERS

Graded	Dimensions of Quality (Criteria)	NOVICE [Grade Range F – D]	APPRENTICE [Grade Range C]	PROFICIENT [Grade Range B]	DISTINGUISHED [Grade Range A]
Yes	AWARENESS OF PURPOSE OF SERVICE	Student demonstrates limited awareness of the purpose of service and obtaining SL credit.	Student expresses awareness of the purpose of service and a one-on-one connection with the experience, but it is not applied.	Student expresses empathy and/or awareness of personal role in service and applies it to a connection with solutions and the bigger picture.	Student expresses and acts out personal role in service and applies the experience to developing solutions.
Yes	CRITICAL THINKING	Student accepts things at face value, as if all opinions were created equal. Opinions are stated without argument.	Student accepts most things at face value, as if most opinions were created equal. Opinions are stated with limited argument.	Student begins to argue for conclusions based on objective evidence that express concrete arguments.	Student expresses an abstract level of responding which requires objective evidence. They demonstrate awareness of different perspectives, and weigh evidence to successfully argue for a conclusion/opinion.
Yes	APPLYING THE EXPERIENCE TO THE ACADEMIC KNOWLEDGE BASE AND OBJECTIVES OF THE COURSE	Student does not apply the academic knowledge base and objectives of the course to the service experience.	Student expresses some connection between the academic knowledge base and objectives of the course and the service experience.	Student develops a perspective built upon the academic knowledge base and objectives of the course that is linked to the service experience.	Student creates their own academic perspective infused with the knowledge base and objectives of the course and applies it to the service experience beyond the curriculum.
Yes	RESPONSIBILITY TO COMMUNITY	Student demonstrates a limited awareness of personal responsibility to community.	Student expresses insight into community issues pertinent to the service project and integrates a personal sense of responsibility to participating in a solution but does not apply that knowledge.	Student acknowledges a responsibility to community regarding issues pertinent to the service and expresses a commitment to working towards specific solution(s).	Student acknowledges a responsibility to community regarding issues pertinent to the service and expresses a commitment to working towards specific solutions. In addition, student gets others involved.
Yes	IMPACT ON STUDENT'S PERSONAL LIFE	Student expresses very limited or no connection between service and self.	Student expresses a connection between service and self.	Student expresses how they could change as a result of the service.	Student expresses change(s) in self because of the service.
Yes	UNT-DALLAS VALUES	Student demonstrates a limited connectedness of the service experience to the UNT-Dallas values.	Student expresses some connection between UNT-Dallas values and service.	Student expresses empathy and awareness of personal role in service to the poor through a UNT-Dallas lens.	Student fully incorporates the UNT-Dallas spirit through application of reflection on the service experience and creates their own perspective based on both theory and experience

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:
University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:
Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at
http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf
for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

<u>Web-based Plagiarism Detection</u>: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to http://www.untdallas.edu/registrar for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette:
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at http://www.untdallas.edu/osa/policies. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- http://www.untdallas.edu/dlit/ecampus/requirements
- https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html